

GARDEN SUBURB INFANT SCHOOL

ACCESSIBILITY PLAN

Aims

- To improve the physical environment of the school to ensure that disabled members of the school community (pupils, parents, staff and visitors) do not suffer disadvantage.
- To ensure that disabled pupils can participate in and fully access the curriculum.
- To ensure effective communication with disabled members of the school community, including the delivery of information in a suitable format where necessary.

Definition of Disability

Under the terms of the Disability Discrimination Act a person is considered to have a disability if he or she has a physical or mental impairment that has a substantial and long term adverse effect on his or her ability to carry out normal day to day activities. This definition includes physical disabilities, sensory impairments and learning disabilities.

LEA context

In considering its responsibilities relating to accessible schools the LEA has developed a strategy consisting of 3 strands as follows

1. the LEA has designated 7 specific secondary schools and their primary feeder schools to be fully inclusive and accessible to ensure a good geographic spread of fully inclusive and accessible schools.
2. the LEA intends to continue to work with individual schools outside the above group who wish to improve access and inclusion
3. the LEA will continue to work with schools to meet the needs of individual pupils within schools, including, if appropriate, funding for adaptations or specialist teaching aids

These 3 strands are used as criteria for prioritising bids for funding.

Garden Suburb Infant School

Our school is not included in strand 1 above so has not received any specific funding for overall adjustments to the premises. The age and design of the school building together with the fact it is in a conservation area has an impact on the type and extent of physical adaptations.

However we continue to strive to make the building and curriculum as assessable as possible and currently we offer:-

- classrooms which, although small, are all on the ground floor.
- at least 1 class in each year group which has direct access to the playground

Spring 2008

Reviewed February 2010

Reviewed June 2011

Reviewed November 2014

- portable ramp for wheel chair access and fixed ramp access to more recently constructed rooms
- disabled toilet
- fully differentiated curriculum to enable access
- on going programme of staff training to ensure that needs of disabled pupils are known about and catered for.
- support group for parents of children with disabilities or who themselves have a disability (ARC)
- good liaison with feeder nurseries to enable planned and staged induction of pupils where necessary.

Areas to develop.

- To routinely review school publications to ensure that these are accessible to all.
- To seek the views of parents/carers regarding means by which they feel the school could improve access. This is part of the schools Disability Equality Scheme.
- To audit curriculum resources to ensure that they are accessible to all, including those used in the playground.
- To review schemes of work in the light of accessibility.

Areas for development that we have now achieved

- To relocate school office to ground floor in order to improve physical access for all (Achieved September 2010)
- To create group rooms/ therapy space on the ground floor for additional support (Achieved May 2011)
- A fully accessible dining room with a disabled lift to the upper junior school classrooms (Achieved April 2012)

The Schools accessibility plan should run alongside and be read with the Garden Suburb Schools Equality Plan 2012 - 2015. They address very similar issues.

Areas for development will be incorporated into our whole school Development Plan.

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